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ABSTRACT

This document summarizes efforts made during fiscal year (FY) 1994 to implement Ohio's action plan for accelerating the modernization of vocational education, Ohio's Future at Work. First, background information is provided about the plan's formulation in 1990. Listed next are 10 legislative actions that have been identified as necessary to accomplish the action plan's imperatives, goals, and objectives. The remainder of the document summarizes the actions taken during FY94 to meet the specific goals and objectives of each of the following 11 imperatives included in Ohio's Future at Work: broaden the scope of the vocational education experience for each student; improve access to enhanced educational opportunities; emphasize rigorous outcomes for vocational students and programs; focus on lifelong individual needs; provide career-focused education for all students; modify and streamline vocational education standards, guidelines, and policies; assure adequate resources and their efficient utilization; accelerate the professional development of vocational educators; extend and strengthen vocational education's strategic alliances; enhance the public's understanding of, and support for, vocational education; and maintain constant emphasis on improving and renewing the vocational education system. Contains six references. (MN)

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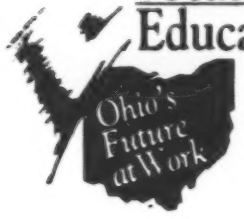
ED 384 800

Action Plan for Accelerating the Modernization of Vocational Education in Ohio

Ohio's Future at Work

FY94 Progress Report

Vocational Education



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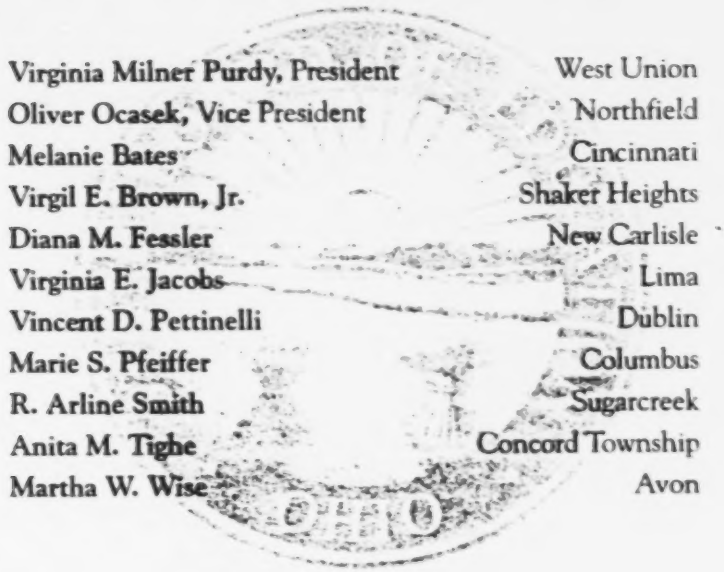

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Expectations

The expectation of the future is that students will be able to apply knowledge, solve problems, and work as part of a team. The overall focus of education will be on what the student is able to do. **Ohio's Future at Work**, the plan to accelerate the modernization of vocational education in Ohio, serves as the foundation for implementing and meeting these expectations in vocational education.

Ohio's Future at Work has resulted in numerous initiatives in Ohio's vocational education system. Four such initiatives are the Individual Career Plan (ICP), the Ohio Competency Analysis Profiles (OCAPs), the Ohio Vocational Competency Assessment Package, and the Career Passport. The ICP helps students connect their course work to their career goals, and thereby promotes their transition from school to work. OCAPs are lists of academic, employability, and occupational competencies that have been verified by business and industry as necessary for employees to have. OCAPs are the basis for vocational education program instruction, curriculum development, and the Ohio Vocational Competency Assessment Package. The assessment package comprises assessments of vocational education students' academic and occupational competency gains. All students who complete an occupationally specific vocational education program receive a Career Passport, which identifies his or her academic, employability, and occupational competencies by using a multiple-assessment process. True to its theme, the Career Passport documents what a student "can do".

The Ohio Department of Education, Division of Vocational and Adult Education, is diligently moving from a regulatory agency toward one that provides leadership for preparing tomorrow's work force. **Ohio's Future at Work** has guided the Department's efforts for the past five years. The plan has supported new education reform opportunities including Tech Prep and the school-to-work system. However, there is a need to embark on a review of the plan's imperatives, goals, and objectives to assure they meet work-force needs, legislative mandates, and societal changes. In these times of great changes in the education landscape, Ohio's education system is committed to increased student performance which will lead to economic and work-force development in the state.

Gene T. Harris

Gene T. Harris
Assistant Superintendent of Public Instruction
Ohio Department of Education

Vocational and Adult Education's Mission

The mission of vocational and adult education in Ohio is to prepare youths and adults to make informed career choices; to achieve personal and family goals; and to successfully enter, compete, and advance in a changing work world.

This mission will be achieved in concert with educational and business communities by offering comprehensive education, training, and support services that develop the following:

- ✓ Occupational skills—those skills involving the technical abilities to perform required workplace tasks, including problem solving and critical thinking
- ✓ Academic skills—those competencies including communications, mathematics, science, and basic literacy proficiencies necessary for career success and to facilitate lifelong learning
- ✓ Employability skills—those personal development and leadership abilities essential for increased productivity, economic self-sufficiency, career flexibility, business ownership, and effective management of work and family responsibilities.

The task of revising and streamlining the mission was undertaken in October 1994. The revised mission statement captures the realm of lifelong learning, from academic proficiency to occupational skills training. The mission statement responds to society's need for a fully functional worker who has the capacity to enhance the economic well-being of the family and community.

Plan of Action

Amended Substitute Senate Bill 140 (S.B. 140), Section 3313.901, empowered the State Board of Education to prepare by July 1, 1990, a plan of action for accelerating the modernization of vocational education. **Ohio's Future at Work**, the plan of action presented to the Ohio General Assembly, addressed eleven imperatives for structuring a vision to accelerate the modernization of Ohio's vocational education system. The imperatives served and will continue to serve as a foundation for ongoing educational reform and revitalization, a template for strategic planning, and a benchmark for progress.

Beginning with fiscal year 1991, the State Board of Education has been required to report on the implementation of **Ohio's Future at Work**. Each progress report through fiscal year 2000 must provide the following:

- ✓ Measurement of the extent to which the plan's objectives have been met, and measurement of the extent to which they have not been realized. This section begins on page 6 and continues through page 27. Shown are each imperative, its specific goal and corresponding objectives, and indicators for each objective.

- ✓ Specification of any legislative action needed to proceed with the plan's implementation and the reasons why such action is necessary. This section is on page 5.

S.B. 140 also directs the State Board of Education to revise the plan as necessary and to include any such revisions in the next progress report.

Legislative Action

In order to accomplish the ambitious imperatives, goals and objectives of **Ohio's Future at Work,** it is necessary for the Ohio General Assembly to

1. Recognize the Ohio Department of Education as an essential collaborating agency in the School-to-Work Transition initiative and acknowledge the work of that Department's Division of Vocational and Adult Education as instrumental in ensuring that every student makes an appropriate school-to-work transition.

2. Adequately fund vocational education units and equipment to enable Ohio to meet State Board of Education priorities and prepare secondary and postsecondary students to meet the demands of the current and future work force.

3. Continue to support state individual plan/passport funding to assure all students will be prepared for postsecondary education, work entry, or a combination of the two.

4. Increase secondary vocational unit funding to remain on a parity level with Average Daily Membership (ADM) funding.

5. Provide adequate funding for the vocational education extended program to ensure ongoing program delivery that is based on the needs of the learner, the employer, and the community.

6. Increase funding for purchasing state-of-the-art equipment and for remodeling facilities to support changed course offerings that address labor market and/or work-force needs.

7. Provide fiscal support for vocational education planning district (VEPD) leadership, teacher education, and professional development. In order to carry out the imperatives, goals, and objectives of **Ohio's Future at Work**, local vocational leaders and teachers must actively participate in rigorous professional development.

8. Increase state funding for part-time and full-time adult postsecondary programs to maintain cost-effective training opportunities.

9. Raise the joint vocational school district (JVSD) two-mill floor to the lesser amount of three mills or to the highest millage voted to address JVSD equity.

10. Increase the amount of funding for academic programs offered through joint vocational school districts. The Ohio General Assembly enacted legislation to fund JVSD academic programs at a level equal to eight percent of total vocational unit funding. However, the amount allocated in fiscal year 1994 represented only 4.31 percent of the unit funding.

1 Broaden the scope of the vocational education experience for each student.

Goal:
Vocational program completers will have comprehensive educational experiences that include occupational, academic, and employability competencies.

Applied academics (science, mathematics, and English/language arts) and technology will be implemented in all secondary occupational programs and will be recommended for full-time adult job-specific programs.

- ✓ Almost 57 percent of eligible in-school occupational-specific programs and 11.7 percent of cooperative education programs included correlated academic classes. Thirty-nine thousand, seven hundred fifty-five vocational education students received correlated academic instruction.

- ✓ State matching funds were provided to local school districts to purchase applied academic resources in mathematics, principles of technology, biology, and chemistry.

- ✓ As part of revising Ohio Competency Analysis Profiles (OCAPs), additional academic subject matter was included which addressed applied mathematics and applied communications.

- ✓ In the fall of 1993, 33,352 students took the American College Testing WorkKeys pretest. The posttest was given to 39,327 students in the spring of 1994. The results indicated overall competency gains in applied mathematics, applied technology, and locating information.

Occupational programs will be organized according to current and projected labor market patterns, including clustering of related occupations to enhance employment opportunities, and will be delivered using up-to-date facilities and equipment.

- ✓ All 97 vocational education planning districts (VEPDs) submitted a strategic plan that included an analysis of labor market projections. This analysis provided information for decisions about vocational program implementation, expansion, improvement, and disinvestment.

- ✓ More than 35,000 students took OCAP and Employability tests specific to their vocational programs. These tests are one means of assessing students' attainment of occupational and employability skills.

- ✓ Facility and equipment replacement is an ongoing process in vocational education programs. In fiscal year 1994, $2,987,003.48 in state funds were provided on a match basis for equipment replacement. Unfortunately, requests for equipment replacement funds exceeded availability by $6,491,693.30.

- ✓ Secondary vocational education programs provided preparation for direct entry in 21 of the 32 occupations projected to have the

most new jobs in Ohio through the year 2000. Related education in three more of the 32 occupations was provided.

✓ VEPDs offered 4,443 part-time adult vocational education programs for skill upgrading or retraining. A total of 143,878 adult students enrolled in the programs.

Local courses of study for all vocational programs will address skills in student leadership (developed through participation in vocational student organizations), critical thinking, decision making, citizenship, employability, and balancing work and family.

✓ OCAPs included competencies in student leadership, critical thinking, decision making, citizenship, and employability.

✓ Vocational student organization (VSO) membership was 74,438. VSOs develop students' leadership skills through various skill contests and service activities. The VSOs in Ohio are FFA, Distributive Education Clubs of America (DECA), Future Homemakers of America/Home Economics Related Occupations (FHA/HERO), Vocational and Industrial Clubs of America (VICA), and Business Professionals of America (BPA).

Local courses of study for all vocational programs will address entrepreneurship, economic education, and lifelong learning concepts.

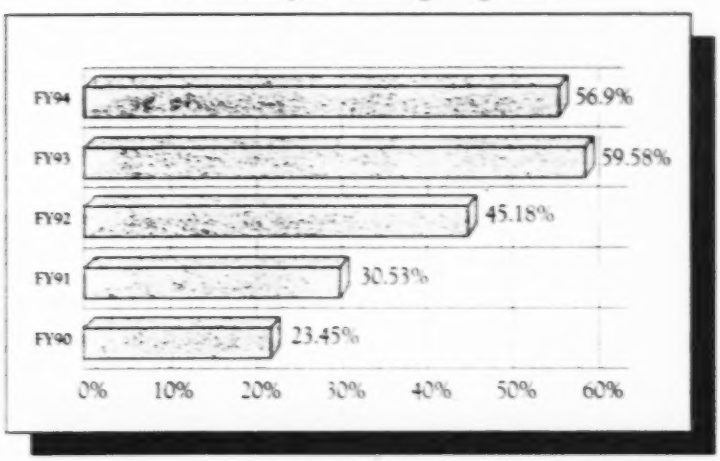
✓ More than 2000 local courses of study were developed based on OCAPs and included competencies relative to entrepreneurship, economic education, and lifelong learning.

✓ Thirty-three school districts received economic education grants.

✓ One hundred forty-five entrepreneurship and employability skills programs operated in the VEPDs.

✓ Business and Marketing Education taxonomies were clustered to reflect broad "all aspects of the industry" groupings.

Growth of Correlated Academics as a Percent of Vocational Job Training Programs



OCAP— the employer-verified competency list that outlines the knowledge, skills, and work habits needed to enter and remain in a given occupational area or to succeed in an applied academics, dropout prevention, or Work and Family Life program.

2 Improve access to enhanced educational opportunities.

Goal:
All elements of Ohio's educational system will collaborate to support an individual's educational and career goals and to facilitate lifelong learning.

A policy audit will be conducted to determine barriers to system collaboration and lifelong learning and to recommend necessary corrective actions.

✓ Goals and objectives related to lifelong learning and collaboration were included in VEPD plans. The plans included an evaluation noting not only progress, but also barriers toward achieving goals and objectives.

Each vocational education planning district (VEPD) will prepare an annual comprehensive vocational education plan per state agency guidelines, developed with input from all involved school districts and community agencies.

✓ Seven regional local education area planning (LEAP) meetings provided VEPD administrators training to prepare their VEPD plan. All 97 VEPDs submitted a plan developed with input from applicable school districts, businesses and industries, and community agencies.

VEPDs will develop, in collaboration with feeder school districts, a transportation plan to assure access and participation for all students in applicable educational programs.

✓ Transportation plans were in place, ensuring access to vocational programs for 96.5 percent of all students.

The comprehensive VEPD plan will include articulation agreements, including vertical articulation between secondary and postsecondary programs and institutions and horizontal articulation between educational programs.

✓ Ninety-six VEPDs reported having articulation agreements with postsecondary programs. These articulation agreements are part of a seamless workforce-education system promoting effective school-to-work transition.

Vocational programs will be designed to enable students to receive education based on their individual career plans and labor market expectations.

✓ Individual Career Plan (ICP) documents were initiated by 128,543 eighth graders in fiscal year 1994. This number is 90 percent of the eighth-grade population. In addition, 24,300 seventh-grade students and 7,658 sixth-grade students initiated an ICP.

✓ Follow-up data indicate that over 85 percent of all vocational program completers in fiscal year 1993 obtained a job related to their training and/or pursued further education in their field.

The VEPD Comprehensive Plan identifies a VEPD delivery system for vocational education and career development programs and services, in compliance with the Ohio Revised Code (ORC), Section 3313.90.

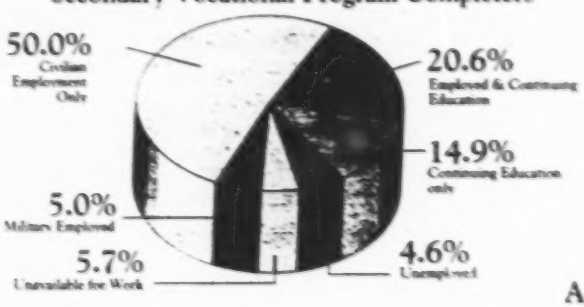
Educational programs will be designed to facilitate and encourage student access to quality academic and vocational programs.

- ✓ All Ohio's eleventh and twelfth graders had access to comprehensive vocational education programs in fiscal year 1994.
- ✓ Twenty-four Tech Prep consortia were operating–an increase of 11 from fiscal year 1993. These consortia involved 35 colleges, 320 secondary school districts, and 410 business and industry and labor entities.
- ✓ Vocational education occupationally specific or Occupational Work Experience (OWE) programs enrolled 37,301 disadvantaged students and 13,211 disabled students. Occupational Work Adjustment (OWA) programs enrolled 10,224 dropout-prone 14 and 15 year olds.
- ✓ Male student enrollment was 6,462 in secondary vocational education programs that are nontraditional for their gender. This was an increase of 253 students from fiscal year 1993. The number of female students enrolled in programs that are nontraditional for their gender was 4,496–an increase of 638 students.
- ✓ More than 2,100 individuals were enrolled in a secondary vocational education program in a correctional facility–more than 1,400 in adult programs.
- ✓ Three hundred fifty-eight women participated in Orientation to Nontraditional Occupations for Women (ONOW) programs. Almost 40 percent of the program completers were earning an average of $8.70 per hour in occupations that are nontraditional for their gender.

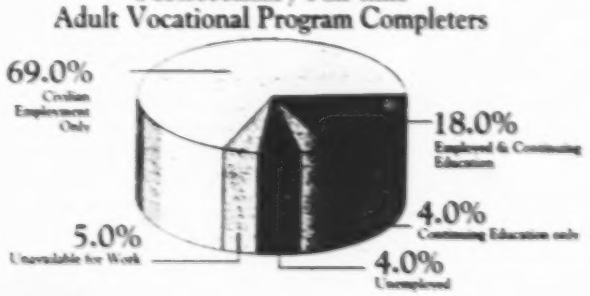
Proposals for magnet schools within joint vocational school VEPDs will be established to enhance and expand educational opportunities for all students.

- ✓ Twenty-four joint vocational schools operated magnet school initiatives within their VEPD in fiscal year 1994.
- ✓ Adult Vocational Education Full Service Centers are "one-stop centers" providing occupational and academic skills assessment, short-term and long-term training, and various support services.

Secondary Vocational Program Completers



Postsecondary Full-time Adult Vocational Program Completers



3 Emphasize rigorous outcomes for vocational students and programs.

Goal:
All vocational programs and services will have specified, measurable, and challenging outcomes to evaluate student performance, to facilitate continued program improvement, and to maximize opportunities for success in the technologically-oriented workplace and in continued education.

A comprehensive accountability and evaluation system that is integrated with the statewide management information system will be developed.

- ✓ Data relative to vocational program performance and VEPD administrative structure were reported in the publications *VEPD Vital Statistics* and *Joint Vocational School District Profiles*. Many data elements were accessed through the statewide Education Management Information System (EMIS).

- ✓ Twenty VEPDs were involved in the Measuring and Planning Progress (MaPP) assessment process. In MaPP, vocational program effectiveness and appropriateness are assessed by utilizing labor market information and demographic data obtained through EMIS and from Ohio Bureau of Employment Services databases.

"Assessment is essential to quality vocational education. It facilitates instructional decision making by providing information about two fundamental questions: *How are we doing? and How can we do better?*"

Darrell L. Parks
Director of the Ohio Department of Education's Division of Vocational and Adult Education, 1982–1994

A comprehensive and verified employer competency list will be developed and kept current for each vocational program.

- ✓ Adult and secondary vocational education program courses of study were based on applicable Ohio Competency Analysis Profiles (OCAPs), which include industry-verified competencies needed by employees in various occupational areas. In addition to 56 occupational areas, OCAPs were available for three Work and Family Life programs and two dropout-prevention programs.

Vocational curricula and instruction will be competency-based.

- ✓ Seventy-five percent of vocational programs had a course of study based on applicable OCAPs. Vocational education teachers developed courses of study and tracked students' competency attainment using the Software for Competency Analysis Profile (SCAP).

- ✓ The Tech Prep competency profile process was developed to identify the occupational, academic, and employability skills that need to be attained during grades 9–12 and during the first two years of postsecondary education leading to an associate degree.

- ✓ Technical committees identified academic competency levels needed by entry-level workers in 43 occupational areas. This process, known as job profiling, gives teachers information that is needed to better target instruction in concert with WorkKeys assessment results.

■ All vocational programs and services will be evaluated by prescribed outcome measures.

- ✓ VEPDs annually assess their performance relative to the state core standards for vocational education and locally identified measures.

- ✓ Vocational education programs in several Trade and Industrial and Health Occupations met national standards for program accreditation (e.g., Auto Collision, Auto Technology, Diesel Mechanics, Graphic Arts/Printing, Health Unit Coordinator, and Phlebotomy).

CORE STANDARDS AND PERFORMANCE MEASURES are state-identified levels of student performance outcomes that are used as benchmarks for analyzing a VEPD's progress toward satisfying the aims and initiatives of federal and state mandates and of **Ohio's Future at Work**.

MEASURING AND PLANNING PROGRESS (MaPP) is Ohio's vocational education and career development assessment system. MaPP's goal is to ensure the best possible delivery system for vocational education and career development programs and services.

4 Focus on lifelong individual needs.

Goal:
Recognizing diverse student capacities, strengths, achievement levels, career interests, and program readiness, each student entering the ninth grade or a postsecondary vocational program will have an individual career plan that culminates in receiving a career passport, which enables the student to both work in a technological world and to pursue lifelong learning.

Each student will have an individual career plan that is based on assessments of interests, aptitudes, abilities, and achievement and that will be used to advise students regarding career path and course selection.

- ✓ Individual Career Plan (ICP) documents were initiated by 128,543 eighth graders which is 90 percent of the eighth-grade population. In addition, 24,300 seventh graders and 7,658 sixth graders initiated an ICP.

- ✓ All of Ohio's eleventh and twelfth graders had access to comprehensive vocational education programs in fiscal year 1994.

Student progress toward achieving the goals of the individual career plan will be assessed annually to determine appropriate intervention, point-in-time remediation, and plan revision.

- ✓ ICPs were updated by 90,929 ninth graders. This was approximately 79 percent of the students who initiated ICPs as eighth graders in fiscal year 1993.

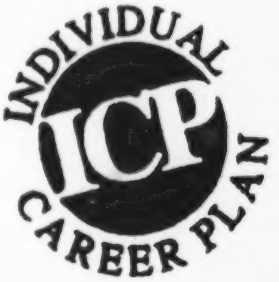
- ✓ In interviews of a sample of eighth grade students, 82 percent were able to articulate career goals and planned course work that was appropriate for those goals.

Each completer of a vocational program will have an individual career passport that enables him or her to pursue work and/or lifelong learning and that includes items such as documentation of work and/or community experiences; student profile establishing performance or competency levels; student achievement levels; leadership experiences; attendance records; an outline of continuing education needs; and career credentialing.

- ✓ The state model for the Career Passport includes the student's résumé, a record of occupational competencies and employability skills attained, attendance records, WorkKeys assessment results, a high school transcript, a copy of the diploma, and applicable certificates.

The Career Passport is a credentialing document for secondary and postsecondary adult vocational education completers. It contains specific student information that is helpful to an employer, such as personal data; a listing of specific competencies achieved in the vocational education program; attendance records; a transcript of grades; and licenses, certificates, and diplomas earned.

The ICP is usually initiated in the eighth grade and marks a pivotal point in a student's career development. In the ICP, the student identifies tentative career goals and an educational plan to reach those goals. The document is reviewed and revised by the student annually throughout high school, and provides a central location for the student's career-related documentation.



5 Provide career-focused education for all students.

Goal:
Career-focused education will be provided throughout Ohio's educational system to ensure student motivation and goal setting, and the purposeful application of continuous learning.

The comprehensive VEPD plan will include strategies to facilitate academic and vocational collaboration.

✓ The fiscal year 1994 VEPD plan included nine objectives that foster collaboration between academic and vocational education.

All K–8 students will be provided with early career motivation, orientation, and exploration experiences to provide relevance to subject matter content, advance career maturity, and prepare students for educational and career decisions.

✓ Ninety-nine percent of the VEPDs provided career development information to students and their parents before the students entered the ninth grade. Included was information about:

- employment opportunities, including nontraditional careers
- enrollment requirements for vocational programs
- course availability
- special services availability
- job placement

✓ There were 92 state-funded career development programs serving 612 Ohio school districts. All of Ohio's 1.7 million students, from kindergarten through grade 12, were served by a career development program.

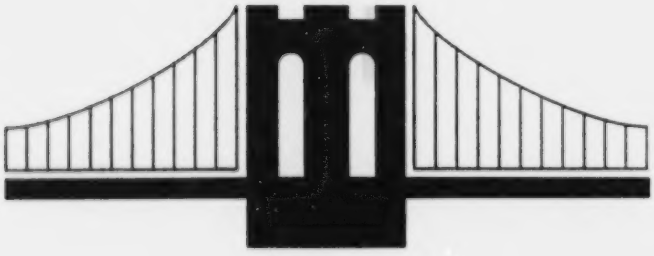
✓ Over 44,000 K-12 educators participated in inservice activities regarding the Individual Career Plan or other career development-related topics.

✓ Agricultural career exploration programs were piloted in several middle schools in fiscal year 1994. The London City Schools program resulted from the cooperation of the local school board, the community, the Ohio Department of Education, and The Ohio State University's Department of Agricultural Education. The nine-week program was designed to combine with similar modules in business, marketing, home economics, and manufacturing.

All students enrolling in high school secondary education will enroll in a vocational education program, a college preparatory program, or a combination of the two as delineated by their individual career plans.

- ✓ VEPDs reported that approximately one third of Ohio's secondary students were enrolled in a vocational education program, and almost one half in a college preparatory program. Over 10 percent of the students were enrolled in a combination of the two.
- ✓ Seventeen Tech Prep programs were implemented. These programs included both vocational and college preparatory students.
- ✓ During fiscal year 1994, 543 of the 714 public high school buildings in Ohio had access to Ohio Career Information System (OCIS). This represents 76 percent of the public high school buildings in Ohio.

All 1.7 million Ohio public school students in grades K-12 were served by a career development program.



6 Modify and streamline vocational education standards, guidelines, and policies.

Goal:
Vocational education standards, guidelines, and policies will be challenging, attainable, relevant, affordable, and measurable and will assure access and equity for all students without regard to race, color, national origin, sex, religion, handicap, or age.

Present standards, guidelines, and policies will be reviewed and modified to support the action plan goals and allow optimum flexibility in local design and delivery.

- ✓ Four joint vocational schools received state Venture Capital grants for implementing systemic change. Venture Capital funds were used to train educators in innovative program delivery.
- ✓ Standards for vocational education were proposed as part of the overall educational standards revision process.
- ✓ The VEPD comprehensive strategic planning document was revised to be more performance-based and to span a two-year period.
- ✓ Division policies and service area policies were modified, resulting in greater local flexibility.
- ✓ A new agribusiness delivery model was designed to respond to diverse career options in the agricultural, environmental, horticultural, and pet care industries. The model introduced the option of replacing specified time requirements with a performance-based contract. The agribusiness model was used to convert nearly 30 outmoded production agriculture programs.
- ✓ A Tech Prep integrated academic option was implemented. This option offered interdisciplinary team teaching and the awarding of both academic and occupational credit through the vocational lab unit.

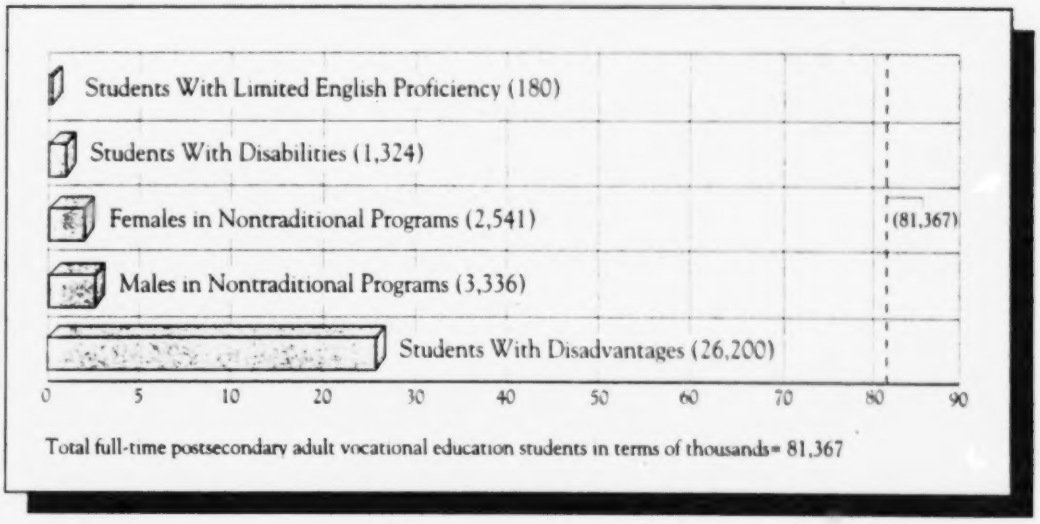
Funds will be available to implement action plan goals, to provide financial incentives, and to fund all mandated standards, guidelines, and policies.

- ✓ The need for increased funding was evidenced by the State Board of Education's recommendation to the Governor and the Ohio General Assembly that $403,767,013 be appropriated for vocational education in fiscal year 1996. This is an increase from the $327,054,070 allocated for fiscal year 1994.

VEPDs will have legislative authority to centralize the fiscal and program management responsibilities of vocational education within a single administrative entity.

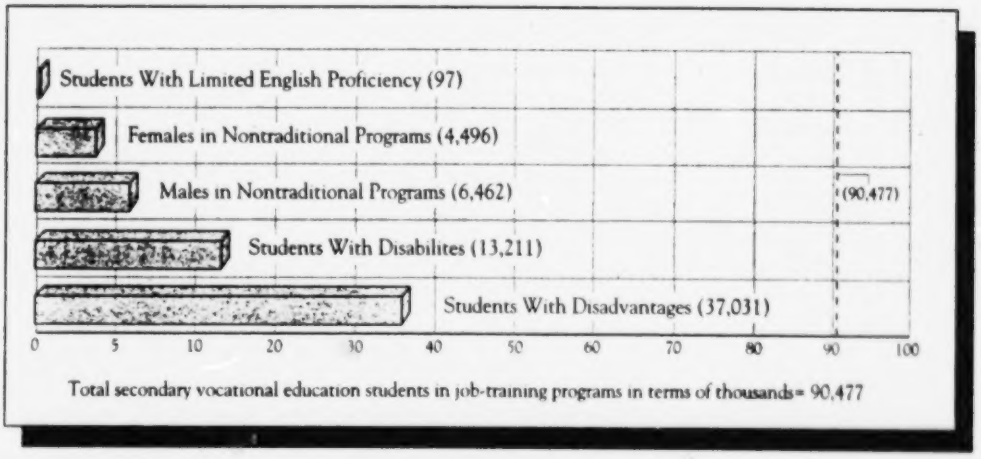
- ✓ The Carl D. Perkins Vocational and Applied Technology Education Act of 1990 authorizes VEPDs to assume authority for the funding and administration of vocational education programs.

Students With Special Needs in Vocational Education Job-Training Programs
Postsecondary Full-Time Adult



Total full-time postsecondary adult vocational education students in terms of thousands= 81,367

Students With Special Needs in Vocational Education Job-Training Programs
Secondary



Total secondary vocational education students in job-training programs in terms of thousands= 90,477

7 Assure adequate resources and their efficient utilization.

Goal:
Vocational education resources will be analyzed and reallocated to maximize relevancy, efficiency, and productivity.

The current vocational education funding structure will be analyzed to assure that the funding policies are congruent with the action plan goals and that funding incentives are available to accelerate goal attainment.

✓ An analysis of the vocational education unit funding structure revealed a wide discrepancy between the rate of increase in vocational unit funding and in average daily membership (ADM) funding for non-vocational programs. The basic vocational education unit was found to be $6,092.81 below parity with ADM increases since fiscal year 1985; the maximum vocational education unit was $8,125.49 below parity.

✓ The VEPD comprehensive plan and the *State Plan for the Administration of Vocational Education in Ohio* outline appropriate uses of state and federal funds.

✓ The Upjohn Institute on Employment Research completed a research study that indicated that no duplication of programs occurs between the Ohio Board of Regents and the Ohio Department of Education postsecondary adult programs. The study also indicated that the population served by Ohio Department of Education programs is unique and is one that benefits economically and socially as a direct result of participation in adult vocational education programming.

State and federal resources will be reallocated in response to comprehensive VEPD plans.

✓ Funds from all sources were allocated by VEPDs based on needs identified through a strategic planning process.

✓ Perkins Title III-B Work and Family Life grants were provided to each VEPD to enhance implementation of Work and Family Life programs.

Innovative programs will be piloted to promote efficient and effective use of resources in attaining action plan goals.

✓ The Greater Cincinnati Youth Apprenticeship Consortium initiated apprenticeship programs on a pilot basis in fiscal year 1994 in the following fields: Building Construction, Electrical, Manufacturing, Banking/Finance, and Restaurant Operations and Foods.

- ✓ The AdVOCates program was pilot tested in fiscal year 1994 at 24 sites in nine VEPDs. This program provided a follow-along service delivery system for at-risk youth, ages 14-22.

- ✓ Through its "Ladder to Success" programs, the Ohio Restaurant Association provided support to school districts for helping special needs students make the transition to successful employment.

- ✓ School-to-Work Transition funds from the Ohio Department of Education and the Ohio Department of Development were used to develop three educational training programs during fiscal year 1994. The programs included training in banking, international financial services, metalworking, construction trades, electronics, environmental science, advanced manufacturing, and automotive technology.

- ✓ Programs will be disinvested that do not represent or address current labor market demands and prescribed student and program outcomes.

- ✓ Labor market and demographic data were analyzed in making decisions about vocational education program implementation, expansion, and disinvestment.

- ✓ The Ohio Department of Education implemented a policy to withhold state funds from programs that fail to achieve minimum enrollment for three consecutive years.

- ✓ Follow-up data indicate that over 85 percent of fiscal year 1993 vocational education program completers were continuing their education or were employed in occupations related to their training program.

Ohio's vocational education programs are funded through federal initiatives (such as the Carl D. Perkins Vocational and Applied Technology Education Act of 1990), state vocational education line items, and local resources.

8 Accelerate the professional development of vocational educators.

Goal:
Staff development activities must be expanded and diversified to assure professional competence and technological currency.

■ All vocational personnel will develop an individual professional development plan.

✓ All vocational teachers and staff in 50 percent of the VEPDs had developed an Individual Professional Development Plan (IPDP). An additional 29 VEPDs reported that an average of 61.8 percent of their teachers and staff had developed an IPDP.

■ Standards for vocational education teacher certification will be reviewed and recommendations made to support the action plan goals.

✓ Standards for vocational education were proposed as part of the process for revising educational standards overall. Included were revisions for certificating vocational education teachers. Opportunities for public comment will be provided as the proposed standards are presented at regional meetings around the state during 1995.

■ Comprehensive VEPD plans will include professional development components.

✓ The VEPD plan addressed the professional development needs of teachers and staff. Activities were provided based on these needs.

■ Statewide systematic staff and leadership development programs will be initiated in cooperation with teacher education and business, industry, and labor, and will be based on needs identified in annual individual professional development plans.

✓ The All-Ohio Vocational Education Conference provided a wide variety of workshops and other professional development activities for vocational educators. Approximately 3,500 vocational and career educators attended the conference, which included 259 sessions.

The INDIVIDUAL PROFESSIONAL DEVELOPMENT PLAN (IPDP) is a self-assessment document designed to enhance the professional educator's work performance.

- ✓ Vocational Education Regional Personnel Development Centers operated at The Ohio State University, Ohio University, Kent State University, Wright State University, and Bowling Green State University. These centers provided inservice activities to educate and upgrade all vocational education teachers.

- ✓ Vocational teachers and staff in 90 VEPDs participated in professional development activities related to equity issues.

- ✓ Vocational education teachers and staff in 94 VEPDs participated in professional development activities related to technological currency.

- ✓ Vocational education teachers and staff in 84 VEPDs participated in professional development activities related to professional competencies.

- ✓ Three hundred seventy-nine individuals recruited from business and industry were enrolled in inservice certification programs at Regional Personnel Development Centers, which led to attainment of a standard four-year provisional teaching certificate in vocational education.

- ✓ The Ohio Agricultural Education Curriculum Materials Service established an Internet World-Wide Web home page with linkages to major information sources that are useful to agricultural education teachers.

- ✓ All vocational education service areas conducted statewide inservice activities.

- ✓ The Ohio Department of Education, Division of Vocational and Adult Education, Agricultural Education Service, provided a weekly electronic publication entitled the *Monday Memo*. This communication piece was distributed via the Ohio Education Computer Network and the Internet. The publication gave agricultural education teachers and administrators the latest information about program initiatives and operation. The *Monday Memo* was also provided to industry and media representatives.

- ✓ Thirty-two teacher leaders in Family and Consumer Sciences participated in a summer leadership institute. The teachers then conducted inservice activities in regional meetings across the state to implement the Work and Family Life curriculum.

Individuals receiving initial teacher certification will reflect the cultural diversity of Ohio's population with special emphasis placed on underrepresented populations and nontraditional teaching roles.

- ✓ Increased efforts are needed to promote greater diversity in the population of vocational education teachers. In fiscal year 1994, 51.3 percent of Ohio's vocational education teachers were female. However, fewer than 7 percent of Ohio vocational education teachers represented minorities.

9 Extend and strengthen vocational education's strategic alliances.

Goal:
Vocational education, business, industry, labor, and community and governmental agencies will strengthen and intensify their formal compacts to optimize shared responsibilities and benefits.

The comprehensive VEPD plan will include cooperative agreements with business, industry, and labor that outline such areas as shared resources, student work-related experiences and placement, advisory committees, technical development for and exchange of staff, curriculum development, and verification of competencies.

- ✓ VEPD plans were developed collaboratively by education, community agency, and business and industry representatives.
- ✓ As part of the MaPP process, 5,826 Ohio citizens participated on committees that were responsible for analyzing VEPD program performance and making recommendations. Business and industry personnel made up almost 30 percent of the committees, the highest percentage representation of all groups.

Coordination with agencies related to employment, training, and education such as JTPA, human services, rehabilitation and corrections, community based organizations, and vocational rehabilitation will be included in local and state planning activities.

- ✓ Ninety-two VEPDs had secondary and/or adult vocational education programs and services coordinated with Private Industry Councils' help.
- ✓ Vocational education program planning is based on labor market information provided through the Ohio Occupational Information Coordinating Committee (OOICC). The state agencies represented on the OOICC are the Ohio Bureau of Employment Services, JTP Ohio, the Ohio Board of Regents, the Ohio Rehabilitation Services Commission, the Bureau of Workers Compensation, the Ohio Department of Development, and the Ohio Department of Education.
- ✓ Vocational education is represented on the Governor's Human Resources Investment Council (GHRIC) by the director of the Ohio Department of Education's Division of Vocational and Adult Education and by a local vocational education administrator. In addition, two division personnel facilitate council and committee meetings and conduct research and communications activities.

- ✓ "For the Common Good," a statewide project aimed at improving services to at-risk youth and adults, involved the Ohio Department of Education; the Ohio Department of Human Services; the Ohio Bureau of Employment Services; the Ohio Department of Development; the Ohio Department of Drug, Alcohol, and Addiction Services; and the Ohio Board of Regents. Thirty-six local Common Good teams have been formed under the project's auspices.

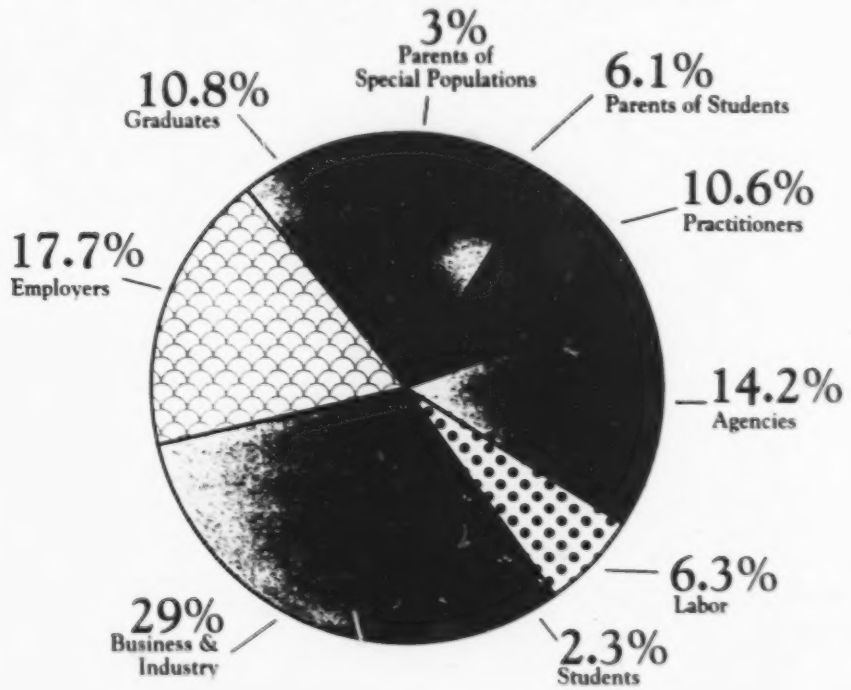
- ✓ The Ohio Department of Education and the Ohio Board of Regents jointly administered the Tech Prep program. These two agencies, along with the Ohio Department of Development, issued a request for proposals to initiate School-to-Work Transition activities in Tech Prep consortia.

- ✓ Vocational education will provide assistance to employers so that they may more effectively interact and utilize the benefits of the vocational education system.

- ✓ More than 60 VEPD Career Passport Ambassadors presented information to business and industry representatives on how to use the Career Passport.

- ✓ Thirty-five Ohio Adult Vocational Education Full Service Centers provided business and industry a cost-efficient, educationally sound way to train and upgrade the skills of their personnel.

Membership of MaPP Committees



10 Enhance the public's understanding of, and support for, vocational education.

Goal:
Increase effective interactions with diverse audiences to raise the public understanding of vocational education and thereby promote informed choice and enhance community support.

Comprehensive VEPD plans will include strategies to communicate the outcomes of vocational education to specific publics.

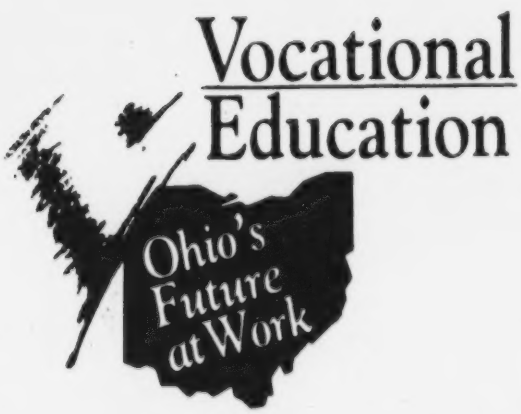
- ✓ A marketing objective was included in the VEPD plan. Seventy-six VEPDs reported developing marketing plans.
- ✓ As part of MaPP, VEPDs made public the assessment results and recommendations through presentations to school boards and publication in local media.
- ✓ Completers of vocational education occupationally-specific programs received a Career Passport. Included in the document is a competency list with the focus being on what the student "can do".

Quality and significant interaction will increase between the vocational education system and business, industry, labor, education, and community and governmental agencies through such functions as strengthened advisory committees, local program planning and evaluation, and interagency staff training.

- ✓ Strategic plans were developed by all VEPDs with input from education, community agency, and business and industry representatives.
- ✓ Each VEPD's Strategic Analysis Team included representatives from agencies, business and industry, JTPA, and parents, guardians, and/or adults representing special populations.
- ✓ A postsecondary institution and fourteen secondary ones served 1,365 individuals from economically depressed areas through Community Based Organization (CBO) grants. CBO grants fund the direct involvement of businesses and industries in enhancing opportunities for disadvantaged students to enroll in vocational education.
- ✓ Ohio's program, Graduation Reality and Dual Role Skills (GRADS), received a second four-year grant from the U.S. Department of Education's National Diffusion Network. Other states use the network to access information about Ohio's GRADS model for their use in program implementation.
- ✓ Ninety-nine percent of secondary vocational education programs and 97 percent of adult ones operated with an active advisory committee.

A statewide marketing and communication plan will be implemented in collaboration with business, industry, labor, education, and community and governmental agencies to improve and enhance public awareness, understanding, and support for Ohio's vocational education system.

- ✓ A Career Passport marketing plan was developed. Included in the plan were state and regional workshops for Career Passport Ambassadors, who promoted the passport to students, teachers, and business and industry.
- ✓ More than 1,500 copies of *Ohio's Future at Work: FY93 Progress Report* were distributed. This report informs the public about Ohio's vocational education activities.
- ✓ All Ohio's school districts received an informational video about Ohio's Work and Family Life program.
- ✓ The Ohio FFA Association's state officers provided examples of vocational education program success by visiting industries and local programs, as well as conducting workshops, making public presentations, and interacting with agencies.



Business and industry partnerships directly serve vocational education through curriculum development, advisory input, program design, labor market information, and authentic assessment.

11 Maintain constant emphasis on improving and renewing the vocational education system.

Goal:
State and local delivery systems will conduct an ongoing analysis of vocational program performance to assure more efficient and effective means of meeting work-force demands and advance the goals of modernizing vocational education.

The action plan imperatives, goals, and objectives will be assessed and modified to reflect work force needs, legislative mandates, and societal changes.

✓ The goals and objectives of the action plan were not significantly modified. However, the annual state plan for vocational education included current initiatives for addressing work-force needs, legislative mandates, and societal changes.

An Ohio vocational education leadership institute will be in place to assure a local and state visionary leadership base.

✓ Twenty-three vocational educators participated in the 1994 Ohio Vocational Education Leadership Institute (OVELI). Research indicated that OVELI fellows demonstrated gains in leadership characteristics after participating in the institute.

Comprehensive VEPD plans will include system improvement and renewal strategies.

✓ The VEPD plans included system improvement and renewal strategies that were based on an analysis of program performance, labor market information, and demographic data. Local planners developed and implemented strategies based on local needs.

State research and development activities will be designed and implemented to include activities such as pilot and demonstration projects, curriculum models, and business partnership efforts.

✓ A statewide student assessment symposium was attended by teams of vocational educators from all VEPDs. The symposium focused on the body of knowledge about, and implementation of, multiple assessment techniques.

✓ Youth apprenticeship consortia linked secondary and postsecondary education, business, industry, labor, and government to provide a seamless approach to work-force development. These consortia initiated apprenticeship programs on a pilot basis in fiscal year 1994.

Adult students and business and industry will have increased access to vocational programs and services through the expansion of Adult Vocational Education Full Service Centers.

- ✓ The number of Adult Vocational Education Full Service Centers increased from 32 in fiscal year 1993 to 35 in fiscal year 1994. In addition to providing training and assessment services to business and industry, the centers gave adults a one-stop service for occupational assessment, referral, and career counseling.

Appropriate modern technology will be incorporated into all vocational instructional programming and management.

- ✓ VEPDs reported that appropriate technologies were incorporated into vocational education program curricula. However, requests for state vocational education equipment replacement funds exceeded availability by $ 6,491,693.30.

- ✓ Ninety-nine percent of Automotive Technician vocational education programs met Automotive Service Excellence (ASE) certification standards in at least six of eight areas. Ninety-five percent of the Auto Collision programs met ASE certification standards in at least four of five areas.

All elements of the educational system, including elementary, secondary, postsecondary (adult, associate, and baccalaureate degree), teacher education, and corresponding state agencies will share a holistic view of vocational education and effectively function as an integral component of the vocational delivery system.

- ✓ A priority identified by the Ohio Department of Education is to "assure all Ohio high school graduates are prepared to successfully transition to work or postsecondary education."

- ✓ By embracing the concepts of School-to-Work Transition and Goals 2000 legislation, Ohio demonstrated its commitment toward developing a more integrated education system that incorporates both academic and vocational education.

- ✓ Regional Personnel Development Centers received small supplemental grants for research and inservice activities in fiscal year 1994. The grants were used to hold activities related to performance-based education, performance assessment, course of study development, and Career Passport implementation.

The mission of OVELI is to prepare quality vocational education leaders who are both competent and comfortable in various settings, such as local leadership, state leadership, working with legislators, professional, or trade associations.

References

- *Ohio's Future at Work: Action Plan for Accelerating the Modernization of Vocational Education in Ohio* — Outlines the mission of the Ohio vocational and adult education system through 11 imperatives directed at achieving occupational, academic, and employability skills.

- *Ohio's Future at Work: Action Plan for Accelerating the Modernization of Vocational Education in Ohio, Executive Summary* — Brief review of the 10-year action plan, with timelines for implementation and completion.

- *Carl D. Perkins Vocational and Applied Technology Education Act of 1990 (P.L.101-392)* — Federal vocational act, effective July 1, 1991, that is consistent with Ohio's plan to modernize vocational education. This close correlation of federal and state legislative purposes has enabled Ohio to acquire the federal resources to carry out many of the imperatives, goals, and objectives in Ohio's Future at Work.

- *State Plan for the Administration of Vocational Education in Ohio* — Addresses legislative mandates of the Carl D. Perkins Vocational and Applied Technology Education Act, and is designed to be a planning tool for developing and improving vocational education in Ohio. It also provides structure and direction for state administration and for the use of federal funds committed to vocational education.

- *Vocational Education Planning District (VEPD) Comprehensive Strategic Plan, Fiscal Year 1994* — Local planning document to identify a VEPD's delivery system for vocational and career development programs and services in compliance with the Ohio Revised Code (ORC), Section 3313.90. The VEPD plan qualifies the VEPD to receive state vocational education funds and meets the planning requirement for federal program improvement funds for secondary and adult programs under the Carl D. Perkins Vocational and Applied Technology Education Act.

- *Ohio Comprehensive Annual Performance Report, Fiscal Year 1994* — Progress report submitted to the U.S. Department of Education, Office of Vocational and Adult Education, on December 31, 1994. This report provides a comprehensive, consistent accountability link between federal and state legislative requirements.

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